

# WOODLAND PARK SCHOOL DISTRICT PRESCHOOL HANDBOOK 2022-2023



HOME OF THE PRESCHOOL PUPPIES!

SCHOOL #1  
665 McBRIDE AVE  
WOODLAND PARK, NJ 07424

CHARLES OLBON ELEMENTARY SCHOOL  
50 LINCOLN LANE  
WOODLAND PARK, NJ 07424

WOODLAND PARK SCHOOL DISTRICT

**ADMINISTRATION**

*Dr. Michele R. Pillari, Superintendent*  
*Mr. Paul Murphy, Business Administrator/Board Secretary*  
*Dr. Giovanna Irizarry, Director of Special Education*  
*Mrs. Carmela Triglia, Director of Curriculum and Instruction Mrs. Elba*  
*Alves Castrovinci/TBD, Director of Early Childhood Education Mr.*  
*Thomas Bolen, Supervisor of Buildings and Grounds and Security*

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*Glen Grimes*  
*Shannon Marren*

**SCHOOL #1**

**PHONE (973) 317-7772**  
**FAX (973) 317-7773**  
*Director - Mireya Gutierrez*  
*Secretary - Lynn Meeker*  
*Nurse - Tara Pearce*

**CHARLES OLBON ELEMENTARY SCHOOL**

**PHONE (973) 317-7732**  
**FAX (973) 317-7733**  
*Preschool Principal/Supervisor of ELA - Suzanne Socha*  
*Secretary - Linda Perez*  
*Nurse - Katie Beatty and Shashell Barrett*

## HOME OF THE PRESCHOOL PUPPIES!

Our preschool program is designed to develop the foundation for each child's future academic and developmental success. We offer a high quality program that recognizes and values each child's unique traits and potential. This full day preschool program is open to Woodland Park resident children, ages 3 and 4. This handbook is designed to acquaint our families with the program, policies and procedures. Please read and refer to this handbook in order to become familiar with the overall program.

### 2022- 2023 CALENDAR WOODLAND PARK PUBLIC SCHOOLS 2022-2023 SCHOOL YEAR

#### September

- 1 Staff in Service
- 2 District Closed
- 5 Labor Day- District Closed
- 6 First day for students
- 22 Back to School Night- School 1 6:30pm-9:00pm
- 27 Back to School Night- CO 6:30pm-9:00pm

#### October

- 10 Columbus Day – District Closed for Staff & Students

#### November

- 8 Election Day-District Closed
- 10 NJEA Convention – Schools Closed
- 11 NJEA Convention – Schools Closed
- 15 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm
- 16 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm
- 17 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm **Parent/Teacher Conferences-School 1 2:00pm-4:00pm; 5:00- 7:00 pm**
- 22 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm **Parent/Teacher Conferences-CO 2:00pm-4:00pm; 5:00- 7:00 pm**
- 23 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm
- 24 Thanksgiving Day – District Closed
- 25 Thanksgiving Recess – District Closed

#### December

- 23 One Session Day
- 24-31 Winter Recess

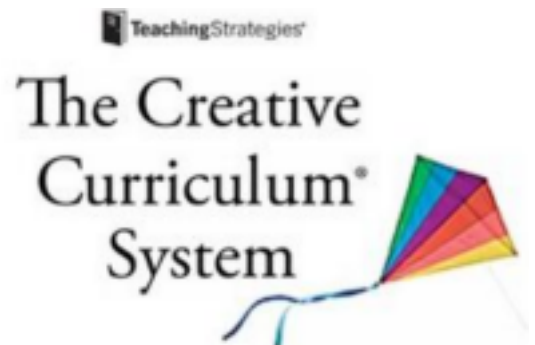
**January****2 Closed****3 Schools Reopen****16 Martin Luther King Day – District Closed for Staff & Students****February****7 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm****8 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm****9 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm****Parent/Teacher Conferences-School 1 2:00pm-4:00pm; 5:00- 7:00 pm****15 One Session Day Preschool Dismissal – P-3 – 12:55pm; P-4 – 12:40 pm****Parent/Teacher Conferences- CO 2:00 pm -4:00 pm; 5:00 pm-7:00 pm****17 Mid-Winter Recess – District Closed****20 Mid-Winter Recess – District Closed****April****6 One Session Day****7 District Closed- Good Friday****10-14 Spring Recess- Schools Closed****17 Schools Reopen****21 District Closed - EID****May****29 Memorial Day – District Closed****June**

**22 Projected Last Day** *Projected last day of school assumes the use of five (5) school cancellations/snow days*

*to be necessary. 3*

## CURRICULUM OVERVIEW

The curriculum used for the preschool program is the



Creative Curriculum for Preschool 6<sup>th</sup> Edition. The Creative Curriculum is a comprehensive, research-based curriculum that are based on the following five fundamental principles:

1. Positive interactions and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive, purposeful play supports essential learning.
4. The physical environment affects the type and quality of learning interactions.
5. Teacher-family partnerships promote development and learning.

The Creative Curriculum for Preschool is a research-based curriculum that enhances social, emotional, physical, cognitive and language development. It balances both teacher directed and child initiated learning while responding to children's learning styles and building on their strengths, and identifies the knowledge, skills, and concepts that are important for preschool children to acquire in the following areas:

- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Literacy
- Mathematics Development
- Scientific Reasoning
- Perceptual, Motor, and Physical Development

The assessment system used in the preschool program is Teaching Strategies GOLD. The assessment system is linked to the curriculum and aligned to the NJ Preschool Teaching and Learning Standards for Preschool and the NJ Student Learning Standards for Kindergarten. It is based on a progression of learning and development and provides preschool teachers with an opportunity to collect authentic assessment data while children are interacting in a natural environment.



## CURRICULUM OVERVIEW CONTINUED...

The following five areas focus on content learning and support the learning of early learning standards:



- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts

Our goal is to address the needs of the whole child by enhancing their social- emotional, physical, cognitive, and language development. There are 36 objectives that are organized into nine areas of development and learning.

The first four areas focus on the major areas of child growth and development:

**Social-Emotional Development** ~ 1. Regulates own emotions and behaviors  
 2. Establishes and sustains positive relationships  
 3. Participates cooperatively and constructively in group situations

**Physical Development** ~ 1. Demonstrates traveling skills  
 2. Demonstrates balancing skills  
 3. Demonstrates gross-motor manipulative skills  
 4. Demonstrates fine-motor strength and coordination

**Cognitive Development** ~ 1. Positive approaches to learning  
 2. Remembers and connects experiences  
 3. Uses classification skills  
 4. Uses symbols and images to represent something not present

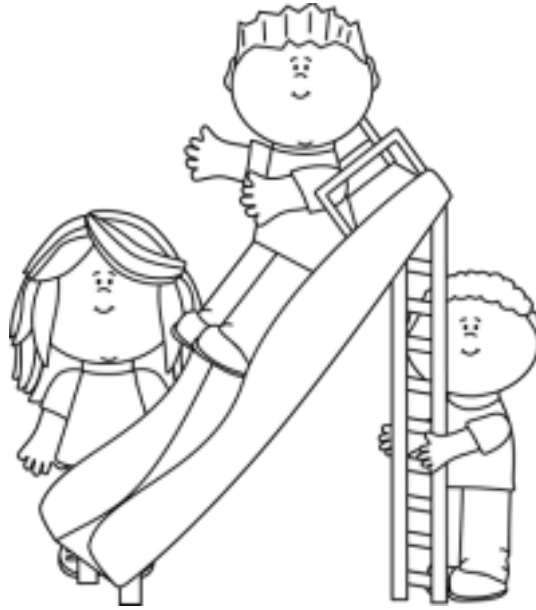
**Language Development** ~ 1. Listens to and understands increasingly complex language  
 2. Uses language to express thoughts and needs  
 3. Uses appropriate conversational and other communication skills

Our program provides periods of time when children select activities to practice among the rich choices teachers have prepared in various learning centers in the classroom. Learning centers are aligned with the



curriculum and include specific materials and supplies to enhance learning. The learning centers provide opportunities for children to reinforce skills and discover new information through the manipulation of real, concrete and relevant materials. The centers also invite children to direct their own play.

Play is the work of children and the basic way in which young children gain knowledge. Just as elementary teachers use instructional techniques for teaching, our preschool teachers plan opportunities for spontaneous play, guided play, directed play, or investigative play to teach new skills and concepts. Our preschool program is designed to encourage learning through play, hands-on activities, and small and large group discovery time.



### SAMPLE PRESCHOOL SCHEDULE

8:55-9:05	Student Arrival/ Handwashing
9:05-9:20	Morning Meeting - Large Group Lesson
9:20-9:40	Small Group Lesson
9:40-10:45	Centers/Free Choice



10:45-10:55	Clean Up
10:55-11:30	Outside/Gross Motor
11:30-11:40	Handwashing

11:40-12:05 Lunch

12:05-12:15 Handwashing

12:15-1:15 Rest/ Quiet Activities

1:15-1:40 Read Aloud

1:40-2:30 Centers/Small Groups/Snack

2:30-2:40 Clean Up

2:40-2:55 Large Group/ Dismissal



**SCHOOL HOURS FOR BOTH LOCATIONS!**

SCHOOL 1

8:40 AM – 2:40 PM – PRE K 4 STUDENTS

8:55 AM – 2:55 PM – PRE K 3 STUDENTS

CHARLES OLBON SCHOOL

8:40 AM – 2:40 PM – PRE K 4 & PRE K 3 STUDENTS

**SCHOOL 1 MORNING AND DISMISSAL PROCEDURES**

MORNING DROP-OFF PROCEDURE

- ★ The official start of our school day for **three-year-olds is 8:55 am.**
- ★ The official start of our school day for **four-year-olds is 8:40 am.**
- ★ Parents/guardians will utilize **designated parking spaces located on McBride Ave. and Newby Ave.** to park and walk the child into the School #1 parking lot and main entrance to meet your child’s teacher.



★ When dropping off your child, please be sure to meet your child's teacher at the designated drop off location.

★ Children in **Mrs. Woessner, Ms. Tobia, Ms. Face, Ms. Gilhooley preschool classes** will enter school using the side entrance/exits of the building located in the parking lot. Please be sure to utilize the parking spaces located on **Newby Ave** for easy access to your drop-off location.

★ Children in **Ms. Guariglia, Ms. Wittig, Ms. LaSala, Ms. Murray and Ms. Casanovas' preschool classes** will enter school using the main entrance/exit of the building located in the front of the school. Please be sure to utilize the parking spaces located on **McBride Ave** for easy access to your drop-off location.

★ **LATE ARRIVALS ENTER THROUGH THE MAIN ENTRANCE OF THE SCHOOL, WHERE YOU WILL SIGN YOUR CHILD INTO SCHOOL AND A STAFF MEMBER WILL WALK YOUR CHILD TO THE CLASSROOM.**

#### AFTERNOON PICK-UP PROCEDURE

★ **PK 3 Dismissal is 2:55pm.**

**PK 4 Dismissal is 2:40pm.**

★ Please follow the same parking lot procedures as you do in the morning.

★ **Designated parking spaces for pick-up will be located on McBride Ave and Newby Ave.** ★ All preschool children being picked up will exit from the same morning drop off door. ★ **IF THERE IS A CHANGE TO YOUR CHILD'S REGULAR DISMISSAL PLAN (ADULT PICKING UP ETC.), PLEASE BE SURE TO INFORM YOUR CHILD'S TEACHER IMMEDIATELY SO THAT WE CAN ENSURE A SAFE DISMISSAL.**

**OUR UTMOST PRIORITY IS THE SAFETY OF ALL OUR STUDENTS!**

## CHARLES OLBN MORNING AND DISMISSAL PROCEDURES

#### MORNING DROP-OFF PROCEDURE

★ The official start of our school day for **three-year-olds is 8:55 am.**

★ The official start of our school day for **four-year-olds is 8:55 am.**

★ All preschool parents **must park their cars alongside streets and walk their preschool students to the**

designated door below. Teachers and teacher aides will be outside to greet your child.

**Exit 3 (Front of school) - Ms. Cuntrera, Mrs. Munro, and Mrs. Morozowski**

**Exit 4 (Back of school) - Mrs. Chiaravalloti and Mrs. Petrullo**

**\*\*\*\*It is suggested that parents utilize street parking on Bartsch Avenue\*\*\*\***

★ LATE ARRIVALS ENTER THROUGH THE MAIN ENTRANCE OF THE SCHOOL, WHERE YOU WILL SIGN YOUR CHILD INTO SCHOOL AND A STAFF MEMBER WILL WALK YOUR CHILD TO THE CLASSROOM.

#### AFTERNOON PICK-UP PROCEDURE

★ PK 3 Dismissal is **2:40pm.**

PK 4 Dismissal is **2:40pm.**

★ All preschool students will exit the same doors from morning arrival.

★ All preschool parents must park their cars alongside streets and walk to pick up their child. All teachers and teacher aides will dismiss your child

★ IF THERE IS A CHANGE TO YOUR CHILD'S REGULAR DISMISSAL PLAN (ADULT PICKING UP ETC.) PLEASE BE SURE TO INFORM YOUR CHILD'S TEACHER IMMEDIATELY SO THAT WE MAY ENSURE A SAFE DISMISSAL.



OUR UTMOST PRIORITY IS THE SAFETY OF ALL OUR STUDENTS!

## EARLY DISMISSAL DAYS/ DELAYED OPENINGS

FOR ALL PRESCHOOL STUDENTS

12:40PM - PRE K-4 STUDENTS

12:55 PM - PRE K-3 STUDENTS

## DELAYED OPENINGS

10:00AM – PRE K-4 STUDENTS

10:15AM – PRE K-3 STUDENTS

## SCHOOL CLOSINGS

Stay informed by regularly checking the school district website. Our district's automated phone notification system will send information regarding early dismissal dates, delayed openings and/or school closings. Please make sure the school has your most up-to-date phone numbers! When it is necessary to close schools because of extreme weather or other reasons, you will be notified through our automated system. Please have a plan in place in the event that your child has to be picked up early due to illness, injury, or school emergency. Someone must be available to pick up when directed in a 30-minute timeframe.



RESEARCH SHOWS THAT PRESCHOOLERS WHO MISS 10% OR MORE OF THE SCHOOL YEAR ARRIVE AT KINDERGARTEN WITH LOWER LEVELS OF SCHOOL READINESS SKILLS.

Prompt, regular attendance is essential to the child's success in the program. Parents and caregivers are expected to foster these good habits. Please notify the school when your child is going to be late for school, absent from school, or has been exposed to a contagious disease/virus.

**ABSENCES:**

- If your child is absent, a phone call to the school nurse is required.
- After three (3) consecutive absences, a doctor's note is required.
- If your child is absent from school five (5) times in one month without notifying the school, the preschool social worker or Preschool Intervention and Referral Specialist (PIRT) will contact you. As per New Jersey State Law, if any child enrolled in a school district has an unexcused absence for five (5) consecutive days, the attendance officer and/or preschool social worker and/or PIRT shall investigate the absence and notify the Director of Early Childhood or/and Principal.
- Failure to establish regular attendance may result in a home visit.
- For cumulative unexcused absences of ten (10) or more days, parents will be required to attend a mandatory attendance meeting. Designated school staff can offer assistance and community resources to help establish regular attendance.

THE PRESCHOOL PROGRAM FOLLOWS THE SCHOOL DISTRICT'S BOE APPROVED DRESS CODE POLICY:

- **Shirts** – polo collard, long or short sleeve- solid color only (navy or maroon)
- **Sweaters/Sweatshirts** – solid color only (navy or maroon)
- **Pants** - chinos or dress pants - solid color only (khaki or navy)
- **Shorts, Skirts or Dresses** – solid color only (khaki or navy), shorts same style as chinos. *Please Note: Skirts and jumpers- solid color (khaki or navy) and shorts must be worn underneath.*
- **Gym Clothes** – solid color only (navy) and sneakers
- **Shoes** – must be closed toe and closed heel back shoes or sneakers

**DRESS REMINDERS:**

- **Please label all sweaters, jackets, coats, school bags, backpacks, etc. with your child's name.** Often a child will have a garment identical to someone else's in the classroom.
- Your child will need at least one seasonably appropriate change of clothing which will include – a top, pants, underwear and a pair of socks. The clothing must be placed in a large Ziploc bag and labeled with your child's name.
- We encourage our students to use the bathroom independently so be mindful that belts and overalls can be difficult to maneuver. Toilet training is on-going for those students who are not yet independent.
- If potty training, please provide any diapers or pull-ups your child will need for the week..
- **On Fridays**, students are allowed to dress in **School Spirit Wear** sold by the Home and School Association (HSA).



PRIOR TO THE FIRST DAY OF SCHOOL.

Assistance is provided to students who become ill or injured during the school day. In case of an emergency, the parent/guardian and/or physician will be notified immediately. Please be sure that **phone numbers** and **emergency contacts** are always up-to-date. We need to be able to reach you if there is an emergency with your child. Be sure to have a back-up plan for your child when he/she is sick (grandparent, family member, friend, neighbor, etc). It is your responsibility to pick up your child when they are sick.

ABSENCES

- Must be reported to the nurse by 8:00am. Please give your child's name and the reason for the absence. ● If your child has a fever of 100.0 degrees or more, he/she cannot return to school until fever free for 24 hours without the use of any medication to reduce the fever.
- If your child has diarrhea or vomiting, he/she cannot return to school until free of these symptoms for 24 hours.
- Please schedule dentist and doctor appointments after school hours.

**School 1 Nurse**  
**973-317-7774**

**Charles Olbon Nurse**  
**973-317-7734**

**INFLUENZA (FLU) VACCINE REQUIREMENT**

Per NJ state Law N.J.A.C. 8:57-4.2, all students under the age of five must receive a flu vaccine between September 1st and December 31st each year. Students who have not received the vaccine will be excluded from the program.

**HEALTHY HABITS – YOUR CHILD SHOULD:**

- KNOW HOW TO BLOW THEIR NOSE AND USE TISSUES WHEN NEEDED
- COUGH/SNEEZE INTO THEIR ELBOW
- GET A GOOD NIGHT'S REST (10–11 HOURS PER NIGHT)
- EAT A HEALTHY BREAKFAST

**LEAD LEVELS**

Due to the complications high lead levels in young children can cause, the New Jersey Department of Health recommends that parents/guardians be informed regarding the lead levels in their children. Please arrange for your pediatrician to share your child's lead level test results with the school nurse. Contact our school nurse for more information.

**MEDICATIONS**

All medications must be FDA approved and prescribed by a doctor in order for your child to receive medication

during school hours. A parent must bring the medication in the original container with a note from the doctor stating the diagnosis, the dosage, the time the medicine is to be given, and the possible side effects in order for your child to receive medication during school hours. Medication must be in the original container with the child's name on it. Ask the school nurse for the medication authorization form. Over the counter medicines, including lip balm and cough drops, are not allowed in school without a doctor's order.

- Asthma medications require use of the Asthma Action Plan.
- Epipens require the use of the FARE Plan.
- Seizure medications require use of the Seizure Action Plan.
- All other medications require the use of the Medication Authorization Form.

PLEASE KEEP IN CONTACT WITH THE NURSE REGARDING ANY CHANGES IN YOUR CHILD'S HEALTH.

ALL FORMS ARE AVAILABLE ON THE DISTRICT WEBSITE UNDER, HEALTH OFFICE.

#### ORAL HEALTH

Daily oral health is important to the health of a child. Children who experience pain due to tooth decay have difficulty concentrating in school. Dental screenings are provided by a dental professional each year. A permission slip will be sent home when screenings are scheduled. Please return a completed permission slip if you would like your child to participate in this program.

#### SLEEP

The American Academy of Pediatrics recommends 10 to 13 hours of sleep for children ages 3-5. All preschool classes nap for one hour. Not all children sleep during this time. Please communicate with your child's teacher about your child's napping habits. This will help you determine an appropriate bedtime for your child.

PLEASE KEEP YOUR CHILD HOME WHEN THE FOLLOWING SYMPTOMS ARE OBSERVED:

1. **Fever or chills**- Child should be fever free for 24 hours without the aid of medication before returning to school.
2. **Eye infection**- Child must have a doctor's note and be on medication for at least 24 hours before returning to school.
3. **Sore throat/Strep throat**
4. **Nausea or vomiting**-Keep your child home if there have been any instances within the last 24 hours.
5. **Earache**
6. **Rashes**- Seek medical advice for rashes that are contagious or of unknown origin.
7. **Diarrhea**- Keep your child home if there have been any instances within the last 24 hours.
8. **Head lice**- Child must be checked by the school nurse before returning to school.
9. **Cold symptoms**- Symptoms that cause discomfort to your child such as persistent cough and runny nose may indicate the need to stay home.



# Healthy Habits



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## GENERAL INFORMATION

### ARRIVAL AND DISMISSAL TIME COMMUNICATION

A teacher is designated as the arrival-time greeter. If you wish to share something at this time, please mention it to the teacher and he/she will set up another time to talk or will arrange to talk with you at that time. In-person and phone discussions can always be set up. You may also email in the morning and mention the email to the teacher at arrival time in case he/she has not yet seen the email. We always want to share information, but not in the presence of the child.

If the teacher has something to share individually with you at the end of the day, he/she will ask other teachers in the classroom to supervise your child or will give you a call or email you to discuss or set up another time to meet.



### **BIRTHDAYS**

We understand that birthdays are very exciting for our preschoolers. We will recognize birthdays and make students feel extra special on their birthdays. However, for the safety of our children, please avoid bringing in food/snack items. We will not be able to distribute them to students. If you want to send something in, we recommend items such as pencils and erasers.

### **CHANGE OF INFORMATION**

If you need to change your phone number(s) and/ any contact information, you must contact the school's office.

### **CHILD CUSTODY DOCUMENTATION**

Parent and/or guardian must present Official Court Orders to the main office of the preschool location.

### **COMMUNITY BULLETIN BOARD**

We post upcoming community events on the bulletin board in the front foyer. We also include some of these items in our weekly newsletter; these may include concerts, storytelling, and theater for children.

### **CONFERENCES**

There are two parent-teacher conferences a year. The first is in the fall. At this time, the teacher and the parents meet to share information about the child. A family conference form is filled out that includes goals for the child for the school year. The second conference is conducted in the spring. At this time, the teachers and the parents take a look at how the child is progressing developmentally, using Teaching Strategies Gold. Plans are made together on how to assure continued overall development and a written form is shared with the parents at each conference.

### **DEVELOPMENTAL SCREENING**

Developmental screening is a way to identify potential developmental and instructional needs. It provides educators information about the various aspects of a child's development, such as language, cognition, perception, and motor development. The WPSD Preschool administers the NJ state approved Early Screening Inventory (ESI-R) tool within the first 45 days of a child's first day of school. If there is a need for additional services based on the results of the screening, then the child will be referred to the Child Study Team.

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### **EMAILS**

Each teacher has an email address. Parents may email the teachers if there is a concern that they would like to share, to request an in-person or telephone conference, and to share any information that they think is important for the teachers to know. Families may email them at any time for information, to express concerns, etc.

### **FACILITATING THE CHILD'S TRANSITION**

When your child is staying at School #1 Preschool for another year, the teachers share any pertinent information with the incoming teachers in order to help orient them to the needs and interests of each child. If your child will be transitioning to Kindergarten, we provide families with information about the district's Kindergarten process. In addition, the Preschool Teacher fills out the appropriate Kindergarten Transition Form and meets with the Kindergarten Teachers to discuss the form. Our goal is to ensure that each child is comfortable and ready to move on to the next class assignment.

## HOME LANGUAGE POLICY

We make every effort to communicate with children and families whose primary language is not English. Parents are asked to share words in their home language with their child's teacher to help make their child feel more comfortable in the classroom. Teachers will attempt to label some of the classroom materials in the home language of the students. Parents are also encouraged to share books or other materials in their home language with the class. Non-English speaking parents are encouraged to bring with them someone who can help interpret and translate questions, concerns, and documents.

## MEALS AND SNACKS

Each day the children have a fun time together around the table as they snack. Snack time teaches patience, manners, independence, and language development.

When packing your child's snack, please place it in a **lunchbox**.

Please send your child to school with healthy snacks, no "junk food". We define junk food as any food that is high in fat, sugar and/or salt and low in nutritional value. Some examples include candy, chips, cookies, cake, donuts, etc.

Please provide foods that are prepared in a way that is easy for your child to handle independently. Please send food in small, manageable portions. All foods should be prepared so that they are ready to eat, such as cut into small pieces, peeled etc.



## MEDICAL HOME

A medical home is a trusting partnership between you, your child, and your pediatric primary health care team. Your pediatrician can help you and your child access and coordinate specialty care, other health care and educational services, in and out of home care, family support, and other public/private community services that are important to the overall well-being of you and your child. Visit the AAP's [National Center for Medical Home Implementation](#) site to learn more about the importance of a medical home for you and your family.

## NEWSLETTER

Check your child's folder on Fridays for your weekly newsletter! Newsletters will begin after Back to School Night.

## PARENT RESOURCE BINDER

We maintain a binder that includes information about services for children and families such as physical health, mental health, oral health, nutrition, parenting and children's programs, assessment, and educational services. This resource can be accessed by the family from our Community Parent Involvement Specialist (CPIS) or in conjunction with planning with the child's teacher and preschool principal. Our CPIS will help locate, contact and use these community resources to support the needs and interests of the children and the families.

### PLAYGROUND SAFETY AND PHYSICAL ACTIVITY

Outdoor play is an important part of a child's physical development and provides learning opportunities different from the indoor environment. Adequate supervision in a safe environment allows children to explore more freely. Play in a safe outdoor environment promotes good health and reduces the risk of injury to children and staff. A playground safety checklist is performed daily to ensure that there are no hazards and for the health and safety of all children.

### PARENT WORKSHOPS

Families are provided health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.

### PROJECT CHILD FIND

Project CHILD FIND is a free referral service and public awareness campaign to assist in the identification of unserved/underserved children with a delay or disability from birth through twenty one years of age. In addition, Project CHILD FIND develops and distributes information to the public about early intervention services and special education programs throughout New Jersey. Information through Project CHILD FIND may be obtained by calling the toll free number, 1-800-322-8174, which is in service 7 days a week, 24 hours a day. All calls received are confidential.

### REPORT CARD DATES

Report Cards are made available three times a year.

DECEMBER 16 MARCH 17 JUNE 22 (PROJECTED LAST DAY OF SCHOOL)

### REST TIME

(REST TIME WILL NOT BE A PART OF THE HALF-DAY SCHEDULE.)

Your child will have an hour rest period daily and a cot is provided by the school district. It is recommended to send in a **FITTED CRIB SHEET** which will be put on your child's cot daily. It is also recommended to provide a light-weight child size blanket. **DO NOT SEND A PILLOW** or **STUFFED ANIMAL**. Relaxing music will be played and the lights will be turned off. If your child does not fall asleep, they will stay on the cot to relax with a quiet activity. The sheet and blanket should be sent to school every Monday in your child's backpack and will be sent home every Friday or the last day of the week to be laundered. 18



### SCREEN TIME

One hour a day or less of screen time is recommended for preschool age children.

### SECURITY DESK

Families will sign their child in/out at the check in desk and/ or security desk. The security officer or other designated school personnel will check the identification of parents and guardians prior to releasing a child. Please have your identification with you upon entering the school building foyer.

#### TEACHING STRATEGIES GOLD ON-GOING ASSESSMENT

Teaching Strategies Gold is the assessment tool used by the program to evaluate and track each child's individual development during their time at Preschool. It is an on-going assessment system, meaning that teachers are continually watching, observing and documenting each child's development. By tracking a child's development, our teachers are able to plan activities that are appropriate for each child's developmental abilities.

#### TOYS

Toys from home should NEVER be sent to school unless requested by your child's teacher for a "Show and Tell" event.

#### WEBSITE

The School #1 and Charles Olbon school website has information about weekly changes on the homepage and parent page. Check the class newsletters every week to see what will be happening in your child's class.

#### WITHDRAWAL FROM PROGRAM

If you need to withdraw your child from the preschool program, contact the school secretary at School #1 or Charles Olbon to fill out a transfer card. As per New Jersey State Law, you will be asked to provide your forwarding address and the name and location of the next school your child will be attending.

#### PARTNERSHIPS

##### ★ HOME AND SCHOOL ASSOCIATION

TAMI HAJBI & MELISSA DALY – CO PRESIDENTS

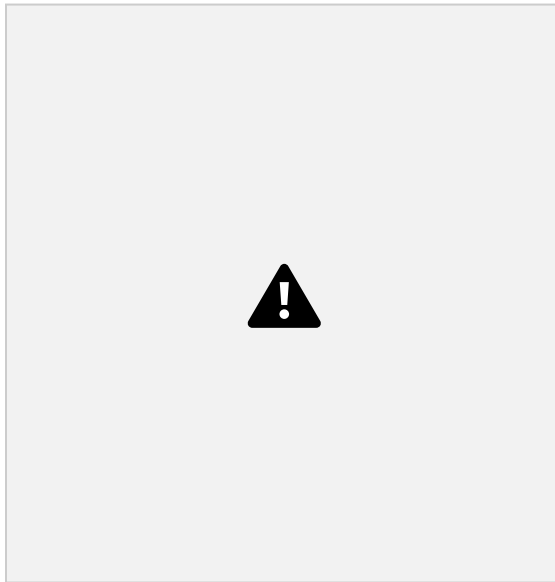
DANA CAMACHO & NICOLE ORGO – CO VICE PRESIDENTS

JAMIE ZUMMO – SECRETARY

AMY DEAN & ARIANA RODRIGUEZ- CO TREASURERS

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MARIA BILLSON - PRESIDENT



SCHOOL AND PARENT PARTNERSHIPS ARE THE KEY TO EVERY CHILD'S SUCCESSFUL SCHOOL

## PRESCHOOL MASTER TEACHER

### WHAT DOES A MASTER TEACHER DO?

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle
- Support a high level of curriculum implementation
- Coordinate and provide professional development for all Early Childhood staff
- Provide individualized follow-up to support teachers
- Confer regularly with the Preschool Intervention and Referral Team to discuss how to support teachers and parents with children who have challenging behaviors
- Coordinate and provide parent training

KIM LEARY, MASTER TEACHER

[KLEARY@WPSCHOOLS.ORG](mailto:KLEARY@WPSCHOOLS.ORG)

## COMMUNITY PARENT INVOLVEMENT SPECIALIST

The Community Parent Involvement Specialist (CPIS) enhances and supports family involvement in the preschool program. Through workshops, support groups and family activities, the CPIS strives to make each family's preschool experience a positive and rewarding one. There is a need to convey to the community the importance of high quality preschool as the foundation of lifelong learning. Recruiting volunteers helps bring community members into our school and opens awareness about our high quality program. Volunteers provide positive role models for our students. These volunteers are from various organizations within our community. The CPIS addresses parental concerns by collaborating with staff, finding out facts, leading informative meetings and implementing workshops. Guest speakers are invited to provide information and updates for upcoming events. The CPIS also chairs the Parent Involvement Committee. Parent/family activities are planned and implemented to enhance the school - home relationship. The CPIS facilitates the early enrollment of new registrants and assists in the preschool orientation workshops to help families and children get acquainted with their new school environment.

ANA MARIA ROSADO, SOCIAL WORKER  
[AROSADO@WPSCHOOLS.ORG](mailto:AROSADO@WPSCHOOLS.ORG)

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## PRESCHOOL INTERVENTION AND REFERRAL SPECIALIST (PIRS)

### WHAT DOES A PIRS DO?

The PIRS is the coach, a single individual who has early childhood experience, providing support to preschool teachers to implement the Pyramid Model of behavioral support. PIRS conduct classroom observations using the TPOT (Teaching Pyramid Observation Tool). As needed, the PIRS consults with a team of experts on the PIRT. The primary role of the PIRS is to provide support and suggested interventions to teachers and teacher assistants so that all children can succeed within the general education classroom. PIRS does not provide direct services to children. PIRS provides on-going professional development for stakeholders and support teachers in documenting children's behavior. In addition, PIRS coordinates data from ESI-R screenings and creates, implements, and progress monitors PIRT intervention plan for each child with an RFA.

KATELYNN URGO, PIRS  
[KURGO@WPSCHOOLS.ORG](mailto:KURGO@WPSCHOOLS.ORG)

## HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

In accordance with the law, the following staff members have been appointed to anti-bullying positions for the 2021-22 school year:

SCHOOL #1  
CHRISTINA DIZZIA [CDIZZIA@WPSCHOOLS.ORG](mailto:CDIZZIA@WPSCHOOLS.ORG)



CHARLES OLBON

DANIELLE INDRI DINDRI@WPSCHOOLS.ORG

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## PRESCHOOL DISTRICT SOCIAL WORKER

The Preschool District Social Worker works with preschool families. Families are assisted in identifying resources such as housing, food, heat/energy assistance, counseling, and many other services to help meet their needs. Please contact our social worker at the contact information below to request social worker assistance.

KRISTY KNAPP & ANA MARIA ROSADO

SOCIAL WORKERS

(973) 317-7768

KKNAPP@WPSCHOOLS.ORG

AROSADO@WPSCHOOLS.ORG

## PRESCHOOL INTERVENTION & REFERRAL SPECIALIST (PIRT)

PIRS is composed of individuals who offer support to classroom teachers by planning strategies, adapting teaching practices and making modifications that assist with students of all developmental stages. The teacher discusses concerns with parents prior to requesting PIRS support and this contact is ongoing throughout the school year.

Listed below are everyday positive behavior supports that each classroom implements to help support and guide students in this process:

- Problem-solving and conflict-resolution methods are ingrained in daily activities.
- Expectations are communicated with students.

- Behavior triggers are anticipated and avoided.
- Hurtful behaviors are stopped.
- Positive limits for the students are set.
- Self-regulation experiences are provided.
- Consistent routines are maintained and students are prepared in advance of any changes.

Even with these preventive measures in place, situations may arise that require additional attention: ● Parents are contacted.

- Administration is included and involved on an individual basis.
- A meeting is held with the parents and team members to discuss concerns.
- An action plan is created.
- If little to no improvement is made, alternative options are discussed.

Revisions to this process are made as needed.

KATELYNN URGO, PIRS  
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CHRISTINA DIZZIA, PRESCHOOL BEHAVIORIST  
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KIM LEARY, MASTER TEACHER  
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MIREYA GUTIERREZ  
 DIRECTOR OF EARLY CHILDHOOD EDUCATION  
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## SPECIAL SERVICES

The Individuals with Disabilities Education Act is the primary federal program that authorizes state and local aid for special education and related services for children with disabilities.

New Jersey Administrative Code for special education (N.J.A.C. 6A:14) and the federal Individuals with Disabilities Education Act of 2004 (IDEA 2004) are laws that ensure children with disabilities a free, appropriate public education in the least restrictive environment. An important part of these laws provides parents with the right to participate in their children’s education.

The special education process is initiated with a written referral. A referral is a written request for an evaluation that is given to the school district when a child is suspected of having a disability and might need special education and/or related services. Parents, school personnel, or any agencies concerned with the welfare of students, including the New Jersey Department of Education, can make referrals. If you believe that your child may have a disability, you may refer your child for an evaluation by submitting a written request to your school district.

Decisions regarding your child's special education needs are made at meetings. As the parent of a child who has or may have a disability, you have the right to participate in meetings and make determinations regarding the following:

- Identification (decision to evaluate);
- Evaluation (nature and scope of assessment procedures);
- Classification (determination of whether your child is eligible for special education and related services);
- Development and review of your child's individualized education program (IEP);
- Educational placement of your child' and
- Reevaluation of your child

To the maximum extent appropriate, children with disabilities are education with children who are not disabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parents or guardians of educationally disabled or potentially disabled students should feel free to contact the Department of Special Services.

GIOVANNA IRIZARRY, DIRECTOR OF SPECIAL EDUCATION AND STUDENT SERVICES  
[GIRIZARRY@WPSCHOOLS.ORG](mailto:GIRIZARRY@WPSCHOOLS.ORG)

RITA PASCRELL, SECRETARY TO DIRECTOR OF SPECIAL EDUCATION  
(973) 317-7762  
[RPASCRELL@WPSCHOOLS.ORG](mailto:RPASCRELL@WPSCHOOLS.ORG)

## STUDENT CODE OF CONDUCT

We understand that all behaviors at this age, positive and negative, have a function. Children exhibiting inappropriate behaviors are usually trying to escape something (i.e. an activity such as circle time) or to obtain something (i.e. a toy or attention from a classmate or teacher). It is important to our teaching staff that we determine the reason for a child's behavior so that we can teach an appropriate replacement skill to help the child get his/her desired result.

Our early childhood teachers will take the time to speak with students about their feelings that

led to the inappropriate behavior. Preschoolers will be encouraged to use their words to express their feelings and solve their problems. Staff will help students verbalize their feelings and facilitate conflict resolution and problem-solving when necessary. Preschool staff use a variety of age-appropriate, research-based behavior intervention strategies including:

- Maintaining realistic expectations of children
- Providing clear and simple limits
- Preventive practices
- Modeling appropriate behaviors
- Positive redirection
- Conflict resolution /problem-solving techniques
- Providing logical and natural consequences for children's actions
- Removing children from the situation until individual counseling is possible

Preschool teaching staff strive to maintain consistent and open communication with families regarding the progress of their students. You may be notified of minor behavioral incidents in the following ways: email, telephone, written communication or in person. Should a child's behavior become a consistent problem, the parents/guardians will be contacted to schedule a conference. Referral to the Preschool Intervention and Referral Team (PIRT) for further assistance and intervention strategies may be required.

**STUDENT CODE OF CONDUCT DISTRICT POLICY (LIVE LINK ON SCHOOL**



## TIPS

It is not unusual for a child to become teary when separating from a parent in an unfamiliar situation. Remember, this is a new environment with new faces. A child is bound to feel a little uncomfortable. Be encouraging. Your smile, eyes and body language communicate a lot. If a child senses any type of apprehension on your part, this enhances their own feeling of uncertainty.

It is important, all throughout the school year, that you inform the teachers of any changes before they happen (ex. one parent has to take a trip, illness/hospitalization in the family, changes in the family make up, parents changing jobs, etc.) Changes that may seem routine or ordinary to an adult are regarded as unusual by a young child who has not had as many years of experience in dealing with change. These changes and others often lead to different behavior in the room. We can work better with your child if we are aware of the changes at home.

We understand that there will be days when your child has a doctor's or other appointment that means arriving late or leaving early. We strongly urge you to make your appointments early or late in the day. When children arrive at transitions, lunch or nap time, or are taken out and returned in the middle of the day, it often negatively affects the rest of their day. They are aware of what they have missed and often have difficulty with the rest of their day.

Choices are offered in our preschool classrooms to encourage children to make good decisions and to take responsibility for their actions. Teachers assist the children with gentle reminders or redirection.

**POSITIVE STRATEGIES THAT ARE USED IN OUR PRESCHOOL CLASSROOMS AND ARE ALSO EFFECTIVE IN THE HOME ARE:**

- Setting clear, consistent rules helps children learn what is expected of them (i.e. “Blocks are for building, balls are for throwing”).
- Using short, simple phrases helps children to focus on what is important (i.e. “indoor voices,” “Chairs are for sitting”).
- Establishing reasonable, predictable routines helps children to feel secure and to begin to manage their own behavior (i.e. “First we clean up the blocks and then we can read a story”).
- Giving limited choices supports children’s independence and can reduce power struggles (i.e. “Do you want to put your coat on by yourself, or do you want me to help you?”).

**TOO MANY CHOICES CAN BE OVERWHELMING AND ACTUALLY INCREASE FRUSTRATION FOR**

**YOUNG CHILDREN. 27**

- Using natural consequences helps children better understand cause and effect relationships (i.e. “If you throw sand again, you will need to leave the sandbox”).
- Teaching children problem-solving skills supports their creativity and independence (i.e. “I see two children who both want the same stroller. What can we do? Hmm, maybe we can find another stroller!”). When adults model these skills by thinking aloud, children can be encouraged to make suggestions and begin to learn how to solve problems by using their words.
- Acknowledging children’s feelings can help to defuse conflicts and develop empathy (i.e. “Hitting hurts. I can see that you want the truck, but I can’t let you hurt your friend.”).
- Addressing the behavior, not the child, helps children learn what is and is not acceptable without damaging their self-esteem (i.e. children are never “bad” even when a particular action might not be appropriate).
- Praising desired behaviors motivates children to keep on trying since they know that we are paying attention to their efforts (i.e. “You used your words to ask for a turn with the bike!”).
- Gentle redirection keeps the focus on the positive and reduces the risk of a power struggle. Some useful techniques include:  
Distraction: “Let’s go look at the fish.”

Humor: Appealing to children's sense of humor can quickly reduce tensions and help lay the foundation for creative problem-solving.

Motivation: "Where does your coat go?" rather than "Hang up your coat." Pretending you forgot where the coat goes often thrills young children.

Novelty: Singing, whispering or using a silly voice to get children's attention can work wonders.

- Ignoring temper tantrums and waiting until the child is calm enough to talk will help both adult and child find a more effective way to address the problem. When children are completely upset, they will not understand rational arguments or consequences. By modeling self-control, adults help children learn to better regulate their own emotions.